

State Public Charter School Authority
pilotED Cactus Park Elementary School
2024-2025 Status Check with Notes

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Goals

Goal 1: Student Success

Annual Performance Objective 1: Increase the percent of all students meeting Median Typical Growth of 100 in ELA and Mathematics from 0% in August 2024 to 70% by May 2025, as measured by iReady Diagnostic.

Evaluation Data Sources: 100% of students take all three iReady diagnostics
 70% of students hit Median Typical Growth of 50 by Winter iReady Assessment
 70% pass rate on curricular assessments

Summative Evaluation: Continue

Next Year's Recommendation: Continue the goal next year.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Small group instruction daily, daily iReady time, iReady and curricular PD, school-wide testing culture, curricular adherence, PD implementation, PLCs</p> <p>What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2017a, October). What Works Clearinghouse: Procedures Handbook (Version 4.0). Retrieved from http://whatworks.ed.gov</p> <p>Formative Measures: Reaching school-wide goals. Position Responsible: Assistant Principal</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	<p>Jan</p> <div data-bbox="1276 781 1377 878"> </div> <p>January Lessons Learned Increasing data tracking for i-Ready goals has increased performance</p> <p>January Next Steps/Need Continue to increase data tracking and transparency</p> <p>Apr</p> <p>April Lessons Learned</p> <p>April Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1273 663 1318"> </div> <div data-bbox="764 1273 982 1318"> </div> <div data-bbox="1079 1273 1331 1318"> </div> <div data-bbox="1432 1273 1629 1318"> </div> </div>	

Goal 1: Student Success






Annual Performance Objective 2: Increase the percent of students with IEPs meeting their iReady weekly minutes and pass rates on average by the end of each quarter in ELA and Mathematics from 0% in August 2024 to 90% by May 2025, as measured by iReady.

Assessment: (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic achievement standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.

Evaluation Data Sources: 90% of students with IEPs are meeting their iReady weekly minutes and pass rates weekly

Summative Evaluation: Continue/Modify

Next Year's Recommendation: Modify goal to 90% for participation and 70% for pass rates.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Small group instruction daily, daily iReady time, iReady and curricular PD, school-wide testing culture, curricular adherence, PD implementation, PLCs.</p> <p>What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2017a, October). What Works Clearinghouse: Procedures Handbook (Version 4.0). Retrieved from http://whatworks.ed.gov</p> <p>Formative Measures: Track student-facing data tracking in order to increase accountability, motivation of students and teachers, and ensure transparency with regular school reviews PD for teachers to use iReady toolkit to teach targeted small group lessons daily Having high quality biweekly Math and ELA PLCs using alternating intellectual prep and student work analysis leading toward pacing adherence, teacher confidence, and 70% curricular assessment pass rate Onboard all students onto testing platform within the first 1-2 weeks of school</p> <p>Position Responsible: Assistant Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	<p>Jan</p> <p> January Lessons Learned The learning curve is steep for teacher implementation of i-Ready small group lessons with consistency.</p> <p>January Next Steps/Need Increase PD and observation/feedback cycles for teachers regarding small group daily instruction.</p> <p>Apr</p> <p>April Lessons Learned</p> <p>April Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: Adult Learning Culture








Annual Performance Objective 1: Increase schoolwide implementation of PD strategies with fidelity as defined on school Common Classroom Expectations and Foundational Effectiveness (CCE & FE) walkthrough measures from 0% in August 2024 to 80% in May 2025.

Evaluation Data Sources: 80% implementation of Open House CCE & FE by Open House

- 1x
80% implementation of Open House - Week 3 CCE & FE by end of week 3
- 1x
80% implementation of Open House - Week 6 CCE & FE by end of week 6
- 1x
80% implementation of Open House - Week 9 CCE & FE by end of week 9

Summative Evaluation: Accomplish

Next Year's Recommendation: Continue with this goal next year.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Establish clear expectations for teachers aligned with PD that provide a quality student experience and quality instruction.</p> <p>What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2017a, October). What Works Clearinghouse: Procedures Handbook (Version 4.0). Retrieved from http://whatworks.ed.gov</p> <p>Formative Measures: Daily walkthroughs to input CCE & FE observations Weekly teacher-facing check ins and celebrations during PD Wednesdays Weekly check-in during leadership team meeting Weekly 1:1 coaching with teachers to increase implementation percentage</p> <p>Position Responsible: Assistant Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	<p>Jan  January Lessons Learned This goal took longer to accomplish due to staffing changes.</p> <p>January Next Steps/Need 100% of CCE&FE requirements are currently met, however, later than week 9.</p> <p>Apr  April Lessons Learned</p> <p>April Next Steps/Need</p> <p>May  May Lessons Learned</p> <p>May Next Steps/Need</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: Connectedness


Annual Performance Objective 1: Decrease the percent of all students who were chronically absent from 65% in 2023 to 24% by 2025, as reported by the Nevada School Performance Framework (NSPF).

Evaluation Data Sources: Daily attendance rate stays above 90%


- Daily
- Monthly average attendance rate of 90%
- Monthly
- Monthly chronic absenteeism rate under 20%
- Monthly
- Accurate attendance records daily
- Daily


Summative Evaluation: Continue

Next Year's Recommendation: Continue with these goals or possibly modify based on EOY results.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Improve recordkeeping, clear expectation and process for attendance, transparent school-wide student and teacher -facing tracking, attendance related awards and celebrations, clear parent-facing expectations/messaging/incentives</p> <p>What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2017a, October). What Works Clearinghouse: Procedures Handbook (Version 4.0). Retrieved from http://whatworks.ed.gov</p> <p>Formative Measures: Create an attendance tracker Weekly attendance report sent to Karli Conduct PD for staff regarding Attendance requirements and procedures Create clear attendance procedures and steps (flow chart) Accountability for attendance procedures occurs in weekly 1:1 coaching check ins Awards/shout outs for schoolwide (daily), teachers (quarters), classrooms (weekly or daily), and individual students (weekly), parents (weekly).</p> <p>Position Responsible: Operations Manager</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	<p>Jan</p> <p> January Lessons Learned Attendance systems have strengthened, and early intervention is in place. Our attendance rates are on track so far.</p> <p>January Next Steps/Need Continue interventions for at-risk families for chronic absenteeism.</p> <p>Apr</p> <p>April Lessons Learned</p> <p>April Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue